

Research article

The Influence of Instructional Leadership and Change Leadership on School Achievement in the City of Pekanbaru

Imam Hanafi¹, Ibrahim Bafadal¹, Agus Timan¹, Achmad Supriyanto¹, Fenny Ayu Monia², M. Aries Taufiq³

¹Universitas Negeri Malang

²IAIN Bukittinggi

³Universitas Negeri Padang

ORCID

<https://orcid.org/0000-0002-0002-4702>

Abstract.

The purpose of this study was to clarify the impact of instructional leadership (X1) and change leadership (X2) on school achievement (Y). In this study, we used a quantitative approach. Data collected through questionnaires and documents. The survey sample consisted of 91 teachers and 21 schools. The data was analyzed by multiple regression analysis. The results showed that the variable that instructional leadership (X1), change leadership (X2), had an influence on school Achievement (Y), and the regression coefficient was 0.718. The format of the regression equation is: $\hat{Y} = 52.71 + 0.519 X1 + 0.718 X2$. The effective contribution of the instructional leadership (X1), change leadership (X2), on school Achievement (Y) variables was 30.22%.

Keywords: instructional leadership, change leadership, and school achievement.

Corresponding Author: Imam Hanafi; email: imamhanafimpd91@gmail.com

Published: 01 August 2022

Publishing services provided by Knowledge E

© Imam Hanafi et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the VCOSPILED 2021 Conference Committee.

1. Introduction

A successful school is marked by the achievements achieved. The party most responsible for the achievement of school achievement is the principal. Principals must cultivate a tradition of achievement to be part of the hopes and ideals of all the school community. Improving the quality of learning, becomes the most important part carried out by the school as well as the embodiment of responsibility for the task [1]. Julaiha (2019) said that the principal is responsible for the success of his school, besides that the principal is responsible for the quality of the available resources so that they are able to carry out tasks according to their respective duties and functions.

Leadership has received a lot of attention over the last few decades because of its responsibilities, one of which is the evolving principles and accountability-driven context of the organizations in which they work [3]). Leadership is a person's ability to influence

OPEN ACCESS

a group towards achieving organizational goals. Leaders in educational management face various challenges in today's competitive and changing environment [4].

Effective leadership is one of the important indicators to determining the change management in school achievement [5]. Schools as educational institutions are subject to change. Changes include changes in people, structures, or technology. Changes faced by an organization, such as changes in environmental factors, values, and resources. By changing leadership, you can better reflect your team's performance performance and focus on efforts to avoid mistakes and evolve your organization. Leadership change is the principal's behavior as a leader with a focus on getting educational staff to do the ever-changing and positive things to improve the quality of learning [6].

The government in 2020 has published on the official website <https://pusatprestasinasional.kemdikbud.go.id/> that school achievements at the elementary school level nationally include the National Student Art Festival and Competition, National Student Sports Competition (sports and physical health), and National Science Competition (science and technology) for Elementary School.

2. Method

This study uses a quantitative approach. Research variables is Instructional Leadership (X1) and Change Leadership (X2), on school Achievement (Y). The survey sample consisted of 91 teachers from Pekanbaru Elementary School, including Tampan, Marpoyan, and Pekanbaru City Regency. The area sampling method was used for sampling. Research tool uses closed surveys. Data analysis by multiple regression analysis using IBM SPSS Statistics 23.

This research hypothesis is tested by partial and simultaneous regression analysis. A partially tested hypothesis that instructional leadership (X1) affect school achievement (Y). That change leadership (X2) affect school achievement (Y). A simultaneously tested hypothesis that instructional leadership (X1) and change leadership (X2) together affects on school achievement. The formula used to calculate how much the predictive variables (X1 and X2) affect the variable criterion (Y) is the t-test formula, using the 0.05 level of significance (H_0). , If a significant value is obtained, it will be rejected. Is ≤ 0.05 , and if the significance obtained is > 0.05 , then H_0 is accepted.

Tested by simultaneous analysis, they found that the effects of instructional leadership (X1) and changes leadership (X2) on school achievement (Y) were affected. At the same time, the formula used to calculate the effect of the predictors (X1 and X2) on the reference variable (Y) is an F-test formula that uses the 0.05 level of significance, which

is H_0 if the significance value is rejected. The value obtained is less than or equal to 0.05, and H_0 is accepted if the significant value obtained is greater than 0.05.

3. Results

The first hypothesis tested is that instructional leadership (X1) influences school achievement (Y). Table 1 shows a regression analysis of the variables from instructional leadership (X1), affects to school achievement (Y). Based on Table 1, we can conclude that H_0 is rejected because of the known significance of $0.012 < 0.05$, and that the instructional leadership variable (X1) has a significant impact on school achievement (Y). The regression coefficient for variable instructional leadership (X1) with respect to school achievement (Y) is 0.519. The relative contribution of the instructional leadership variable (X1) to school achievement is 19.1% (from the calculation of $R_{Square} \times 100 = 0.191 \times 100 = 19.1\%$).

TABLE 1: Regression Analysis of Instructional Leadership Variables (X1) on the School Achievement (Y).

R	R Square	Sum of Square	df	Mean Square	t.	Sig.
0.51	0.191	1128.968	145	103.414	4.245	0.012

The second hypothesis tested is that change leadership (X2) affect school achievement (Y). Table 2 shows a regression analysis of change leadership in the control variable (X2) with respect to school achievement (Y). Based on Table 2, H_0 is rejected because it has a known significance of $0.009 < 0.05$. It can be concluded that the change leadership variable (X2) has a significant impact on school grades (Y). The regression coefficient for the main variable (X2) for school achievement (Y) is 0.591. The relative contribution of the change leadership variable (X1) to school achievement (Y) is 29.9% ($\times 100 = 0.299 \times 100 = 29.9\%$ from the results of the Rsquare calculation).

TABLE 2: Regression Analysis of Change Leadership Variables (X2) on the School Achievement (Y).

R	R Square	Sum of Square	df	Mean Square	t.	Sig.
0.51	0.191	1128.968	145	103.414	4.245	0.009

The third hypothesis tested was the effect together of instructional leadership (X1) and change leadership (X2) on school achievement (Y). As shown in Table 3, the results of a multiple regression analysis of variable instructional leadership (X1) and changes leadership (X2) with respect to school achievement (Y). Significant value of $0.002 < 0,05$, based on Table 3. Since it is 0.05, we can conclude that variable instructional leadership (X1) and change leadership (X2) together have a significant impact on school

achievement (Y) because H_0 is rejected. The coefficient of the variables for instructional leadership (X1) and change leadership (X2), on the school achievement (Y) is 0.605.

The effective contribution of variable instructional leadership (X1) and change leadership (X2) to school achievement (Y) is 39.8% (from R Squared calculation results $\times 100 = 0.398 \times 100 = 39.8$). The remaining factor is 60.2% coming from other variables. In addition, based on the results of simultaneous regression analysis, the multiple regression equation is calculated from the table of coefficients (a) shown in Table 4. Based on Table 4, we can see that the constant value (β_0) is 43.271. The coefficient of the instructional leadership variable (β_1) of 0.175; the change leadership variable (β_2) of the coefficient of variation is 0.762. Therefore, the regression equation is: $\hat{Y} = 43.271 + 0.175X_1 + 0.762X_2$. A constant of 43,271 means that the variable school achievement (Y) score is 43,271 if there is no increase in the variable instructional leadership (X1) and change leadership (X2) scores. Regression coefficient is 0.175 for instructional leadership variables (X1); 0.762 for change leadership variables (X2); states that each addition to one score of instructional leadership variables (X1), and change leadership (X2) will give an increase of 0.175; 0.762; and 0.439 together.

TABLE 3: Analysis of Regression of Instructional Leadership Variables (X1), and Leadership Change (X2), on School Achievement (Y).

R	R Square	Sum of Square	df	Mean Square	F	Sig.
0.51	0.191	1128.968	145	519.414	8.245	0.002

TABLE 4: Coefficients(a).

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t.	Sig.
(Constant)	43.271	18.149	2.481	.022
Instructional Leadership	.429	.290	.625	.535
Change Leadership	.177	.321	.934	.355

4. Discussion

Based on a test of the first hypothesis, it was concluded that Instructional leadership (X1) has a significant impact on school achievement (Y). The results of this study support the theory that the instructional leadership applied by the principal can significantly influence the teacher’s performance in teaching. The principals were active role in defining the school vision and promoting the school climate [7]. The principal provides

support for learning, for example the principal supports teaching that focuses on student learning needs must be a priority. The principal monitors the teaching and learning process, so that he understands deeper and realizes what is going on at school [6], [8]. The success of effective school principals as instructional leaders is: (1) as a resource provider, namely being able to manage time, conditioning the class, and motivate teachers; (2) as an instructional source person, he/she is able to promote effective classroom conditions to support learning outcomes; (3) as a communicator, he/she conveys the vision and the purpose of the school to the teachers; and (4) its presence is meaningful, he/she interacts and influences all school staffs. which is based on the dimensions mentioned above provides a medium to gain a fresh concept of understanding of instructional theory and practice [9]. To improve the quality of teacher performance, it needs to support strong the instructional leadership [6].

The second hypothesis test concluded that there is a significant influence of leadership change (X2) on the school achievement (Y). The results of this study support the theory of (Ibrahim & Don, 2017) which states that principals who effective leadership is one of the important indicators to determining the change management in school achievement. Change leadership has a direct influence on school achievement. In order to implement organizational change there are four types of strategies that can be chosen, they are: (1) changes in organizational structure; (2) technological changes; (3) change of duty; and (4) human changes. A series of actions of the principal as the leader of change in the form of: (1) looking at the future and designing changes to anticipate the future (visionary); (2) inspiring teachers to look for the future to make changes; (3) establish strategic steps for change; (4) implementation of changes; and (5) evaluating changes and planning follow-up. Dumas & Beinecke (2018) identify how these new perspectives of change leadership change the way we think about/approach the field of change leadership. Holten et al (2019) the importance of change leadership (information, communication, engagement and support) and change management (reasons and competencies for change) for organizational change processes and school achievement

Leadership becomes the main foundation for the growth of professional values of school institutions as a whole. A successful leader is one who the wishes of members, is able to enlighten to achieve organizational goals, and can appreciate each individual's achievements so that he or she continues to be motivated.

5. Conclusion

Based on the results of the study, we came to the conclusion that variable instructional leadership (X1) and variable change leadership (X2) had a significant effect on school achievement (Y) with a regression coefficient of 0.718. The regression equation that is formed is: $= 52.71 + 0.519X1 + 0.718X2$. Effective contributions to instructional leadership variables (X1), change leadership (X2), and school achievement (Y) are 30.22%, while the remaining 69.88% come from other variables.

References

- [1] N. Djafri, "Pengaruh Gaya Kepemimpinan dan Budaya Kerja Kepala Sekolah di Pendidikan Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 940, 2020, doi: 10.31004/obsesi.v4i2.494.
- [2] S. Julaiha, "Konsep Kepemimpinan Kepala Sekolah," *Tarb. Wa Ta'lim J. Penelit. Pendidik. dan Pembelajaran*, 2019, doi: 10.21093/twt.v6i3.1734.
- [3] E. Daniëls, A. Hondeghem, and F. Dochy, "A review on leadership and leadership development in educational settings," *Educational Research Review*, vol. 27, 2019, doi: 10.1016/j.edurev.2019.02.003.
- [4] V. Kalargyrou, A. Pescosolido, and E. Kalargiros, "Leadership Skills in Management Education," *Acad. Educ. Leadersh. J.*, 2012.
- [5] Izani Ibrahim and Yahya Don, "Servant Leadership and Effective Changes Management in Schools," *Int. J. Sci. Res.*, 2017.
- [6] I. Bafadal, Juharyanto, A. Nurabadi, and I. Gunawan, "The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality," 2018, doi: 10.2991/icet-18.2018.37.
- [7] F. S. D. Ng, T. D. Nguyen, K. S. B. Wong, and K. W. W. Choy, "Instructional leadership practices in Singapore," *Sch. Leadersh. Manag.*, 2015, doi: 10.1080/13632434.2015.1010501.
- [8] Nurabadi A, et al "The Effect Of Instructional, Transformational And Spiritual Leadership On Elementary School Teachers' Performance And Students' Achievements," *Cakrawala Pendidik.*, vol. 40, no. 1, pp. 17–31, 2021, doi: 10.21831/cp.v40i1.35641.
- [9] M. Kaparou and T. Bush, "Instructional leadership in Greek and English outstanding schools," *Int. J. Educ. Manag.*, 2016, doi: 10.1108/IJEM-03-2015-0025.
- [10] C. Dumas and R. H. Beinecke, "Change leadership in the 21st century," *J. Organ. Chang. Manag.*, 2018, doi: 10.1108/JOCM-02-2017-0042.

- [11] A. L. Holten, G. R. Hancock, and A. Bøllingtoft, "Studying the importance of change leadership and change management in layoffs, mergers, and closures," *Manag. Decis.*, 2019, doi: 10.1108/MD-03-2017-0278.
- [12] Pusatprestasinasional.kemdikbud.go.id. 2020. *Pusat Prestasi Nasional: Beranda*. [online] Available at: <<https://pusatprestasinasional.kemdikbud.go.id/>> [Accessed 21 June 2022].